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ABSTRACT

As one of five modules focusing on writing skills, this module on proofreading, composing, and editing is intended for use in a one-semester course on written communication or as a supplement to other courses where written communication skills are included. Designed for both teacher-directed and individualized learning situations, this module contains learning objectives, notes to the teacher, suggested activities, information sheets, and 16 assignments (eight of which are extra or optional) on the use of proofreaders' marks, proofreading methods, paragraph composition, and the composition of letters. Answers to these assignment sheets are provided, as are a pretest, two posttests, and their answers. (RL)

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WRITTEN COMMUNICATIONS
Instructor/Student Guide

MODULE V
Proofreading, Composing and Editing

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FOREWORD

This publication is intended to be used in a one-semester course on written communications. It may also be used to supplement other courses where written communications skills are included. The materials are designed so that they may be used in either a teacher-directed or an individualized learning situation. Also, each module is a complete unit and may be used independently of the other modules.

There is a need in business offices for people with good written communications skills who can effectively use word processing equipment and for people who can produce typewritten materials from machine or oral dictation. In spite of the fact that students have studied spelling, grammar, punctuation and other written communications skills throughout their school years, many students who enroll in business courses have not mastered these skills. This publication has been prepared in order to help students review or acquire these very important written communications skills.

Five modules have been developed for this Written Communications Series. These include Module I - Parts of Speech; Module II - The Sentence; Module III - Punctuation, Capitalization and Abbreviations; Module IV - Spelling and Vocabulary; and Module V - Proofreading, Composing and Editing. A synchronized slide/tape has been developed to augment each of these five modules plus an additional slide/tape which introduces the series. Each media package consists of a series of 35mm color slides accompanied by a cassette tape programmed with audible/inaudible pulses to advance the slides.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	iii
FOREWORD	v
TO HELP YOU USE THIS GUIDE	ix
OBJECTIVES	1
NOTES TO THE TEACHER	3
SUGGESTED ACTIVITIES	5
INFORMATION SHEET	7
ASSIGNMENT SHEETS	
#1: Proofreaders' Marks	17
#1: Proofreaders' Marks (Extra Assignment)	21
#2: Proofreading Arrangement of Typewritten Copy	23
#2: Proofreading Arrangement of Typewritten Copy (Extra Assignment)	25
#3: Proofreading Methods in Straight Copy	27
#3: Proofreading Methods in Straight Copy (Extra Assignment)	33
#4: Proofreading Proper Names	35
#4: Proofreading Proper Names (Extra Assignment)	39
#5: Proofreading Statistical Copy	41
#5: Proofreading Statistical Copy (Extra Assignment)	45
#6: Short Phrase Composition	47
#6: Short Phrase Composition (Extra Assignment)	53
#7: Composition of Paragraphs	55
#7: Composition of Paragraphs (Extra Assignment)	57
#8: Composition of Letters	61
#8: Composition of Letters (Extra Assignment)	63
ANSWERS TO ASSIGNMENT SHEETS	67
PRETEST	79
POSTTEST I	81
POSTTEST II	83
ANSWERS TO PRETEST, POSTTEST I AND II	85

TO HELP YOU USE THIS GUIDE

These materials may be used in either a teacher-directed or in an individualized learning situation. In order to use the guide effectively, instructors should become familiar with the organization and intended use of the materials which are explained below.

MODULES

The guide contains five modules. Each module includes the following components:

1. Objectives. Both general module objectives and specific objectives are listed and stated in measurable terms. Module objectives provide an overall goal for each module. Specific objectives state the specific performance required for the student to meet the module objectives.

2. Notes to the Teacher. These notes provide specific suggestions for the use of each module.

3. Suggested Activities and Instructional Materials. Activities for student and teacher use are suggested. While these activities are designed to be used in an individualized learning situation, they may be modified by the teacher for use with a group of students. A list of materials contained in each module is provided as well as a list of supplementary references.

4. Information Sheets. Information sheets contain essential information and examples. Information on these is correlated with the specific objectives for the module.

5. Assignment Sheets. Several assignment sheets are provided for each module. These should be completed by the student as indicated on the information sheets. An answer key is provided.

6. Slide/Tapes. For each module there is a slide/tape designed to reinforce the material contained in the information sheets. These slide/tapes may be viewed by the individual student or by a group of students.

7. Tests. Each module contains one pretest and two posttests. Specific suggestions for these tests are contained in each module. Answer sheets are provided.

COLOR CODE SYSTEM

Sections of each module are coded by color as indicated in the following key:

White	-	Objectives, notes to the teacher, suggested activities, instructional materials
Green	-	Information sheets
Gray	-	Assignment sheets
Yellow	-	Tests
Pink	-	Answers to assignment sheets and tests

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

MODULE OBJECTIVE

After completion of this module, the student should be able to detect mechanical errors (production or grammatical), mark such errors with standard proofreaders' marks and to produce corrected copy. In addition, the student should be able to use the typewriter fluently and accurately to complete forms, compose paragraphs and letters and revise written material.

SPECIFIC OBJECTIVES

More specifically, the student should be able to:

1. Identify and write standard proofreaders' marks and apply each mark appropriately in correcting copy.
2. Detect and correct errors in arrangement of typewritten copy.
3. Identify and correct typographical errors in straight copy using standard proofreaders' marks.
4. Find and correct errors in proper nouns in typewritten copy.
5. Detect and correct errors in statistical copy, using standard proofreaders' marks.
6. Use the typewriter to fill in forms correctly and quickly with words or short phrases.
7. Use the typewriter to compose and edit paragraphs.
8. Use the typewriter to compose and edit short business letters correctly and accurately.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

NOTES TO THE TEACHER

The pretest for Module V should be given. If the student achieves 90% or better, advance the student to the next module.

After completion of module assignment sheets, additional materials should be assigned if remedial work is necessary. An extra assignment sheet for each part is included; a list of supplementary materials is included in the reference section.

Due to the nature of this module, the student is asked to compose a brief letter as part of the pretest and posttest. The following grading guidelines are suggested:

1. Require the student to submit both the rough draft and final copy of his/her letter for grading.

2. Deduct one percentage point for each uncorrected error in grammar, punctuation, capitalization, etc.

3. Deduct one percentage point for each error in letter arrangement.

4. Deduct one percentage point for awkward phrasing, abrupt tone or omitted information.

5. Deduct one percentage point for each error in the pretest or posttest.

95% - 100% A
90% - 94% B
80% - 89% C

It is recommended that a student achieving below 80 percent should complete additional drill work. (See reference list of suggested materials.)

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing, and Editing

SUGGESTED ACTIVITIES

I. Instructor

A. Provide student with objectives sheet.

B. Give pretest.

C. Provide students with information sheets, slide/tape materials and assignment sheets (including checklists as necessary for Objectives 7 and 8.)

D. Discuss module and specific objectives.

E. Prepare students to carry out assignment sheets.

F. Evaluate assignment sheets. (Keys are provided for Assignment Sheets #1 through #5.)

G. Give posttest.

H. Assign remedial work and administer additional posttest as necessary.

II. Student

A. Read objectives sheet.

B. Take pretest. (If a score of 90% or higher is achieved, you may omit Module V.)

C. View slide/tape presentation for Module V. Have pencil and paper available.

D. Study information sheets.

E. Complete assignment sheets.

F. Take posttest.

INSTRUCTIONAL MATERIALS

I. Included in This Unit

A. Objectives

B. Information sheets

C. Assignment sheets

1. Assignment Sheet #1--Proofreaders' Marks

2. Assignment Sheet #2--Proofreading Arrangement of Typewritten Copy

3. Assignment Sheet #3--Proofreading for Typographical Errors in Straight Copy

4. Assignment Sheet #4--Proofreading Proper Names

5. Assignment Sheet #5--Proofreading Statistical Copy

6. Assignment Sheet #6--Composing Words and Short Phrases

7. Assignment Sheet #7--Composing and Editing Paragraphs

8. Assignment Sheet #8--Composing and Editing Letters

D. Answers to assignment sheets

E. Module pretest and posttests

F. Answers to tests

II. References

1. A Writing Guide for Missouri Schools K-12, Missouri Department of Elementary and Secondary Education, 1979.

2. Camp, Sue C. "Proofreading--Teach It Systematically." Business Education World, September-October 1979, pp. 26-27.

3. Oliverio, Mary Ellen, and Pasewark, William R. Secretarial Office Procedures. 9th ed. Cincinnati: South-Western Publishing Company, 1977.

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5. Stanford, Gene, and Smith, Marie. A Guidebook for Teaching Composition. Boston: Allyn and Bacon, Inc., 1977.

6. Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; Clark, Lyn; and Stead, Bette Ann. Business English and Communication. New York: Gregg Division, McGraw-Hill Book Company, 1978.

7. Sullivan, Mary. "Composition at the Typewriter." Century 21 Reporter, Fall 1979, pp. 7-9.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

INFORMATION SHEET

I. Proofreaders' Marks

A. Definition: A proofreaders' mark is a widely used symbol which indicates: (1) an error has been made and (2) how that error is to be corrected.

B. The following list of proofreaders' marks should be learned:

1. The symbol ⁄ means to delete; to leave out.

Example: We are pleased to announce the ~~new~~ appointment of Lucy Jones.

2. The symbol ≡ means to capitalize.

Example: Mrs. jones will begin work next tuesday.

3. The symbol ∿ means to transpose.

Example: She is well trained and ready to start reorganization of accounting procedures.

4. The symbols / and l.c. mean to use a lower case letter.

Example: Her previous Appointment was in our St. Louis Branch.

5. The symbol # means to leave a space.

Example: We feel extremely fortunate tohave her with our office.

6. The symbol ⌒ means to change position of the circled word or words.

Example: Her objective is to reorganize the whole department.

7. The symbol ⊏ means to move left.

Example: We must give her our full cooperation and complete access to records.

8. The symbol ⊐ means to move right.

   Example: Previous efforts at reorganization have proved fruitless.

9. The symbol ⊂ means to close up (no space).

   Example: Has any one previously met Mrs. Jones?

10. The symbol ¶ means to begin a new paragraph.

    Example: I know you will welcome her. ¶On our first topic of the agenda, we must discuss our national sales.

11. The word *stet* means to leave as originally written; do not make the indicated change.

    Example: We have an ~~entirely~~ stet new program to announce.

12. The symbol ∧ means to insert at the indicated place.

    Example: Sales of the new product should surely increase our profits.

Complete Assignment Sheet #1; check answers with your instructor.

II. Arrangement of Typewritten Copy

A. Usually an office will adopt a specific letter style for all correspondence. Assume your office has chosen to use "Style Letter 1," which is illustrated on the following page.

B. Study the letter and note the numbered items.

1. Date begins at center approximately 2 1/2 inches from the top edge of the paper.
2. Return four times (three blank lines) after the date.
3. Double space (one blank line) after the inside address.
4. A colon follows the salutation.
5. Double space (one blank line) after the salutation.
6. Paragraphs are blocked; no indention.
7. Double space (one blank line) between paragraphs.
8. Double space (one blank line) after the last paragraph.
9. Complimentary close begins at center.
10. A comma follows the complimentary close.
11. Return four times (three blank lines) after the complimentary close.
12. Double space (one blank line) after the dictator's name and title.
13. All notations are typed at the left margin with double spacing between notations.
14. Side margins should be approximately 1 1/2 inches but may vary with the length of the letter.

(1) November 12, 19--

(2)

MRS SUSAN CLAYCAMP
LIBRARIAN NATIONAL PUBLISHING COMPANY
1001 CHAPPAREL STREET
BROOKSIDE IL 63891

(3)

(4) Dear Mrs. Claycamp:

(5)

(6) After many years of research and study of renowned photographers, we are pleased to announce the publication of our richly illustrated volume, Photography--The Modern Art.

(7)

(6) This book was designed especially for those engaged in publishing. Copy is both precise and analytical--used as necessary to explain technique or reproductive processes. Critiques of composition have been written by nationally known art experts. The photographs themselves, both color and black and white, are unequalled.

(7)

(6) We are sure you will want this volume for your library. We are, therefore, enclosing our sales brochure, which presents pages 1-10 of the actual text. Examine it carefully and share it with your key production personnel. Then order your premier edition copy of Photography--The Modern Art by returning the attached form.

(8)

(9) Sincerely yours, (10)

(11)

Lawrence K. Brooks
Sales Manager

(12)

wle
(13)
Enclosure

STYLE LETTER 1

C. Notice the inside address is typed with all caps and no punctuation, according to the request of the U.S. Post Office.

Complete Assignment Sheet #2; check answers with instructor.

III. Proofreading Methods in Straight Copy

A. When to proofread

1. When you are typing, the time to proofread the material is BEFORE REMOVING THE SHEET FROM YOUR TYPEWRITER. It is much easier to correct errors at this time.

2. When you are typing from rough draft, or from someone else's copy, read through the copy once BEFORE TYPING to eliminate any error that has been made. Then proofread your final copy as usual before removing it from the typewriter.

B. Basic proofreading method

1. Read the material once for content. Do not try to detect mechanical errors--just read the material as you would read a story. This reading will uncover omitted words, sentences, plurals, etc.

2. Then reread the material. This time, mark errors in punctuation, spacing, spelling or typing.

C. Other helpful procedures

1. It is usually easier to catch errors that are made by someone else. You may want to trade papers and ask a friend (or coworker) to proofread your copy after proofreading it once yourself. Certainly, all important material should be proofread by at least two people.

2. Try reading each line of the material from right to left. This technique forces you to ignore the content and "zeroes" in on mechanical errors.

3. Proofread your copy a second time after waiting approximately thirty minutes.

4. Ask someone to proofread the final copy as you read aloud from the rough draft. This technique improves error detection when reading for content.

Complete Assignment Sheet #3; submit your work to your instructor for evaluation.

IV. Proofreading Proper Names

A. Danger points

1. Because people may be offended if their name, company or city is misspelled, it is very important to detect and correct such errors.

2. Because proper nouns are often spelled with seeming disregard to common spelling rules, you must proofread very carefully.

B. Techniques

1. Proper names cannot be skimmed but must be proofread letter by letter.

Example: The following names all sound alike but are properly spelled differently.

Anderson
Andersen
Andarsen
Andersan

2. If a friend is reading copy aloud as you proofread your final copy, have him/her spell, letter by letter, any proper name.

3. Double check proper names against an atlas, incoming correspondence, directory, etc.

4. Be especially careful of titles, initials and other short parts of proper names.

Example: Elsa M. Simms St. Ann
Elsa L. Simms Ste. Ann

Dr. Larry Kincaid, Jr.
Mr. Larry Kincaid, Sr.

Complete Assignment Sheet #4; check answers with your instructor.

V. Proofreading Statistical Copy

A. Danger points

1. Even if an error remains uncorrected in straight copy, it is possible to understand the copy.

However, in statistical copy, an error changes the entire value of the material; and a reader cannot "interpret" the true meaning.

Example: (straight copy)
Jim Petersen is our leading dalesman.
Jim Petersen is our leading salesman.

(statistical copy)
His sales topped $1,000,000 last year.
His sales topped $1,000.00 last year.

2. You must be sure to check carefully for:

   a. Misplaced decimal points

   b. Misaligned numbers

   c. Transposition errors

   d. Wrong numbers

   e. Wrong symbols

      Example: (39¢ or 39%)

B. Hints for proofreading numbers

1. DO NOT SKIM. Numbers cannot be proofread for content but must be carefully checked, digit by digit.

2. Read long numbers by grouping them into two's and three's.

   Example: Read 48395831283790
   as 483 95 831 28 379 0

3. Use a ruler on the original copy to guide yourself as you proofread line by line. Similarly, use the line guide indicator on your typewriter to guide yourself through the finished copy in your typewriter.

4. Try reading long numbers from right to left.

5. In tables, check the alignment of numbers by making sure right margins of columns are even.

6. Read columns down, not up or across.

7. VERIFY totals by addition. (This also serves as a check on the mathematical accuracy.)

8. Have a friend read numbers aloud as you proofread silently your final copy.

Complete Assignment Sheet #5; check answers with your instructor.

VI. Short Phrase Composition in Completion of Forms

A. Points to note before you complete the form

1. Read the form completely.

2. Assemble any required information.

3. Set margins and line space regulator.

4. Set tabs as needed.

B. Points to note as you complete the form

1. Be concise--exact and accurate.

2. Use correct spelling, giving special attention to proper nouns.

3. Avoid contractions.

4. Eliminate articles when necessary.

5. Use an asterisk or footnote to refer to more information on additional sheets or on the back of a sheet. Use extra space only if absolutely necessary; remember, forms are used to consolidate material.

6. Double check all quantities.

7. Make sure your answer agrees with the question in verb tense and number.

8. Leave no space blank unless so instructed. Use a dashed line or N/A (not applicable) to fill in unneeded spaces.

Complete Assignment Sheet #6; submit your work to your instructor for evaluation.

VII. Composition of Paragraphs

A. Begin by identifying your main topic. Is your paragraph about typewriters or about ordering stationery? (Turn to the assignment pages for this objective. See if you can name the main topic for each suggested topic sentence given.)

1. Be sure your topic is one about which you are knowledgeable or one which you can research readily.

2. Limit your topic. Although you may know a great deal about typewriters, you will be able to cover only a small area of your knowledge--perhaps the memory storage typewriters--in one paragraph.

B. Write a topic sentence. This sentence should be a brief statement of your topic. It "anchors" the paragraph.

Example: Before ordering office stationery, you must decide on the desired size and weight of paper.

C. Next, write sentences which support, explain or illustrate your topic. Make sure you include only sentences which directly relate to your topic sentence.

D. Arrange all sentences in the order which gives the clearest and most interesting meaning to the paragraph. (Usually the topic sentence is the first sentence, although it may be placed last for emphasis or variety.)

E. Use adverbs or introductory phrases to "lead" your reader from one thought to another. Examples of such transitional words or phrases are: soon, nevertheless, moreover, consequently, on the contrary.

Complete Assignment Sheet #7; submit your work to your instructor.

VIII. Composition of Letters

A. Letter content

1. Your letter is your personal messenger to the recipient. It must convey not only your words but your personality. Begin, then, by making sure your letter creates a favorable impression.

a. Follow all rules on letter arrangement, typing and error correction. Remember, people <u>do</u> judge by appearances.

b. Create a pleasant tone by using courteous, pleasing words.

Correct: We hope to receive your full payment soon.
Incorrect: You must send full payment immediately.

2. Use a variety of words to maintain the reader's interest. While you should avoid "flowery" or old-fashioned terms, do substitute for such common words as big, good, go, etc.

   Correct: warm, clear weather
   Incorrect: good weather

3. Although you understand exactly what you mean, a reader many miles distant may misinterpret your letter if you are not precise. Add clarity to your writing by:

   a. Making sure each pronoun has a concrete reference.

      Correct: The doctor told Sam that he, the doctor, would have to leave the hospital.
      Incorrect: The doctor told Sam that he would have to leave the hospital. (Is Sam leaving or is the doctor leaving?)

   b. Making sure all phrases are placed so the meaning is clear.

      Correct: I read the passage written by Thoreau in your textbook.
      Incorrect: I read the passage in your textbook written by Thoreau. (Was the passage or the textbook written by Thoreau?)

4. A reader may lose interest or may lose track of your thoughts. You can guard against this by:

   a. Making sure your letter flows smoothly from thought to thought by using transitional words between paragraphs or between main ideas.

      Example: A paragraph may be linked to the preceding one by using such words/phrases as:

For instance,	Next,
Therefore,	Finally,
However,	In addition,

   b. Varying the construction of sentences. For example: Use conjunctions to join two short sentences; make some sentences questions; avoid starting too many sentences with the same word.

5. Impress your reader that you are courteous <u>and</u> sincere. Use such phrases as:

Example: We appreciate your recent order. . . .
Please let me explain the delay. . . .

6. If your letter is not complete, the reader may have to call or write you with an inquiry to which you would then have to reply. Avoid such complications. Make sure your letter answers each question if you are writing a reply; make sure your letter includes all information necessary for the reader to respond if you are writing an inquiry.

B. Letter-writing process. The process of letter writing could be stated as: organize, write, review, rewrite.

1. Before you start writing, gather your writing supplies and any information you will need to compose a complete, clear letter.

2. Outline briefly or jot down the main ideas you must cover in your letter.

3. Compose a rough draft at the typewriter. Check it for spelling, fluency and letter tone.

4. Rewrite the letter, improving as needed.

5. At this point, you should have the letter in finished form. However, you may need to retype it to improve the appearance or arrangement.

Complete Assignment Sheet #8; submit your work to your instructor for evaluation.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #1--PROOFREADERS' MARKS

(Part A)
Directions: For each symbol in Column 1, choose the correct definition from Column 2. Then practice writing each symbol in the space allowed.

Column 1	Column 2	Practice Space
____ 1. ⊂	A. Move right	_____
____ 2. ¶	B. Move left	_____
____ 3. /	C. Capitalize	_____
____ 4. ∧	D. Delete	_____
____ 5. [	E. Move to indicated point	_____
____ 6. stet	F. Transpose	_____
____ 7. l.c.	G. Add space	_____
____ 8. #	H. Use lower case letter	_____
____ 9. ≡	I. Insert	_____
____ 10. ⌐	J. Close up	_____
____ 11. N	K. Begin new paragraph	_____
____ 12.]	L. Leave as first written	_____

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #1--PROOFREADERS' MARKS

(Part B)
Directions: Read through the following material, noting all errors marked for correction. Then type a copy, making corrections as noted. If you should make any errors on your typed copy, mark them by using the proofreaders' symbols before removing your paper from the typewriter. Use double spacing, 5-space paragraph indentions and 1-inch side margins.

Absenteeism has become our main personnel problem. Last week, in addition to several ~~unaccountably~~ absent line workers, almost one-third of our supervisory plant personnel where absent. Reasons range from illness to vacation to "~~personnel~~ personal problems." We can no longer ~~tolerate~~ allow such high rates of absenteeism. Our production level has sharply fallen. In order to form a ~~committee~~ l.c. study committee which will ~~compose~~ review new plant absenteeism procedures, I am requesting six volunteers. Please indicate your willingness to serve by returning the attached slip.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #1--PROOFREADERS' MARKS

(Part B)
Directions: Read through the following material, noting all errors marked for correction. Then type a copy, making corrections as noted. If you should make any errors on your typed copy, mark them using the proofreaders' symbols before removing your paper from the typewriter. Use your own judgment as to proper format for this assignment.

The study committee ~~on~~ plant absenteeism ~~procedures~~ submits the following report:

1. The ~~most~~ frequent reason given for absenteeism is illness.
2. Monday is the most frequently missed work day, ~~and~~ friday ranks second.
3. Line workers mist almost twice as many days as ~~do~~ supervisory personnel.
4. Only one-fourth of the ~~personal~~ personnel use all sick days allowed; conversely, one-eighth use twice as many sick days as allowed.

The study committee meets at 4:30 p.m. ~~every~~ Tuesday. Next Tuesday work begins on revising the absenteeism procedures. ~~Your~~ input is invited; all workers are encouraged to attend committee meetings.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #2--PROOFREADING ARRANGEMENT OF TYPEWRITTEN COPY

Directions: Type the letter below following the form of Style Letter 1. Then carefully compare your letter to Style Letter 1 by checking each item listed on the Information Sheet under Roman numeral II. Mark any errors with appropriate proofreaders' marks. Retype and correct as needed.

Address the letter to Ms. Nancy Richards, 1678 North Sycamore Drive, Wyona, OK 50381. Use the current date and "Cordially yours," as a complimentary close.

Body of letter:

Proofreading is a skill inherent in all office work. In order to succeed as a typist, as a clerk, as an accountant or even as a salesperson, you must be able to detect and correct errors, both in your work and in the work of others.

How do you develop a proofreading skill? When students complete this module, they will have studied several proofreading "hints." However, knowing the right techniques is not sufficient. You must exercise care and take time with each proofreading assignment. It's too easy to hurry through because you "think" you caught all the errors. Accurate proofreading cannot be hurried.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #2--PROOFREADING ARRANGEMENT OF TYPEWRITTEN COPY

Directions: Type the letter below following the form of Style Letter 1. Then carefully compare your letter to Style Letter 1 by checking each item listed on the Information Sheet under the Roman numeral II. Mark any errors with appropriate proofreaders' marks. Retype and correct as needed.

Address the letter to Dr. James Ferrell, Camden Building, Logan, MN 60869. Use the current date and "Sincerely," as a complimentary close.

Body of letter:

We are pleased to answer your inquiry about our transcription service. As you mentioned, more and more physicians are contracting for outside transcription of their medical records. Keener Service provides other transcription services as well, but we specialize in medical records.

Our typists are well qualified. Each has successfully completed a ten-week course in medical terminology and has been trained on the three most-used models of transcription equipment. We guarantee to return your tapes and transcripts within three working days.

Our service representative, Ms. Lori Watkins, will call on you next week. After reviewing your record form, she will be able to quote a firm price for our service. We look forward to continued business with your office.

27

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #3--PROOFREADING METHODS IN STRAIGHT COPY

(Part A)
Directions: Proofread the following copy by editing from an original copy supplied by your instructor, using the basic "twice-read" method. Mark all errors with proper proofreaders' marks. Return the original copy to your instructor. Then type a corrected copy from your rough draft. Be sure to proofread your final copy also.

The letter is one of the most used business tools. Thousands of letters arewritten by business firms daily, You must learn how to type a good letter if you enter the busi ness world. most Companies seek those who can write and type well. If you excell in letter writing, you will forge ahead of your fellow workers. Leeters must be typed well. A well-typed letter is clean and well spaced. It does not have obvious errors, strike overs or a zig-zag right-hand margin. The letter should also be placed on the page sothat it is pleasing to the eye. Most Companies use one of the standard letters. You can quickly learn about any new job if you know these styles well.

INSTRUCTOR'S ORIGINAL COPY FOR ASSIGNMENT SHEET #3

The letter is one of the most commonly used business tools. Thousands of letters are written by business firms daily. You must learn how to write as well as how to type a good letter if you plan to enter the business world. Most companies seek those who can write and type well. If you excel in letter writing, you will forge ahead of your fellow workers.

Letters must be neatly typed. A well-typed letter is clean and well spaced. It does not have obvious erasures, strikeovers or a zigzag right-hand margin. The letter should be placed on the page so that it is pleasing to the eye. Most companies use one of the standard letter styles. You can learn about any new job quickly if you know these styles well.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #3--PROOFREADING METHODS IN STRAIGHT COPY

(Part B)
Directions: Type a copy of the following material. Proofread your copy, marking any error with proofreaders' marks. Then type a perfected copy. Submit both copies to your instructor.

Imagine yourself in this situation: Your teacher has given you an extremely long, highly technical paper to type. You approach the job carefully; you type slowly and pay strict attention to the details in the paper. Each time you make an error, you stop immediately to correct it. If you make more than three errors on a page, you retype it before proceeding to the next page.

Finally, you are finished. You read quickly over the paper and do not note any uncorrected errors. However, when you try to hand the paper to your teacher, she/he refuses it (without even looking at it) and instructs you to proofread the paper carefully again.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #3--PROOFREADING METHODS IN STRAIGHT COPY

(Part B)
Directions: Type a copy of the following material. Proofread your copy, marking any error with proofreaders' marks. Then type a perfected copy. Submit both copies to your instructor.

What do you do? You have proofread the paper--as you typed it. You feel absolutely certain there are no more errors. Do you reproofread it?

As difficult as it may be to accept, your teacher is right. A final careful proofreading is always in order, especially technical material.

It is only natural to feel confident about your own work, particularly when you have been cautious. But the best typists go one more step. They double and even triple check their work.

Developing this pride and care in workmanship is a step toward excellence in your typing skill.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #4--PROOFREADING PROPER NAMES

(Part A)
Directions: Compare the following lists of proper names. If the two items are alike, write "C" for correct in the answer column; if the two items are different, write "I" for incorrect in the answer column.

_____	1.	Janitor Supplies & Equipment Co.	Janitorial Service Supplies
_____	2.	Rachel S. Garties	Rachael S. Garties
_____	3.	Branford & Branford Co.	Bradford & Branford Co.
_____	4.	Marylee Bradford	Mary Lee Bradford
_____	5.	Dr. Mary W. Meier	Dr. Mary W. Meyer
_____	6.	St. Joseph, MO 64504	St. Joseph, MO 64504
_____	7.	Dr. R. L. Benjamin	Dr. L. R. Benjamin
_____	8.	J. & K. Shipping Co.	J. & K. Shipping Co.
_____	9.	Mr. Maurice Dayton	Mr. Morris Dayton
_____	10.	Town & Country Furniture Co.	Town & Country Furniture Co.
_____	11.	Mrs. Lyndall P. Matthews	Mrs. Lynda P. Matthews
_____	12.	Richard N. Batson	Richard H. Batson
_____	13.	U.S. Electrotype Corp.	U.S. Electronics Corp.
_____	14.	Dr. Charlene S. Nelson	Dr. Charles S. Nelson
_____	15.	Miss Linda Newberry	Miss Linda Newberry
_____	16.	Denver, CO 80201	Denver, CO 80102
_____	17.	MR RODNEY K JAMES ROUTE 3 BOX 491 MIDDLETON OH 61022	MR RODNEY K JAMES ROUTE 3 BOX 491 MIDDLETON OH 61022

_____18.	MS JULIA LONGTEMPS 367 S WESTERFIELD AVENUE LONG ISLAND CITY NY 11105	MS JULIA LONGTENT 367 S WESTERFIELD AVENUE LONG ISLAND CITY NY 11105
_____19.	MRS AMBER M STEUBEN 1106 LONDON DRIVE ALEXANDRIA VA 22313	MISS AMBER M STEUBEN 1106 LONDON DRIVE ALEXANDRIA VA 22313
_____20.	DR WILLIAM B THORNE 12 LUCAS DRIVE N W DECATUR AR 72901	DR WILLIAM B THORNE 12 LUCAS DRIVE N E DECATUR AR 72901

ASSIGNMENT SHEET #4--PROOFREADING PROPER NAMES

(Part B)
Directions: Type the following list of inside addresses. Mark your copy for errors, using standard proofreaders' marks. Then type a perfected copy.

DR ELI WATKING
112 HIGH STREET
COLORADO SPRINGS CO 80904

MRS JOAN WEBER
22 PINE STREET
OAK PARK IL 60403

MRS CYNTHIA BARNES
18 CIRCLE DRIVE
FT SMITH AR 72901

MR S LYLE BAILEY
316 SPRING AVENUE SOUTH
DALLAS TX 78421

MISS NANCY LOVIN
1010 PACIFIC BLVD
PORTLAND OR 97220

MR J K HOFFMANN
3148 CITY EXPRESSWAY
OTTUMWA IA 52501

MR PAUL O BENJAMIN
SUITE 1A BOYD BUILDING
OSBURN ID 83849

MRS RUTH WILLIAMS
221 WATERVLIET STREET
DETROIT MI 48217

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #4--PROOFREADING PROPER NAMES

(Part B)
Directions: Type the following list of inside addresses. Mark your copy for errors, using standard proofreaders' marks. Then type a perfected copy.

DR M P MEYER
ROUTE 3 BOX 384
COLUMBIA MO 65201

MISS JILL ASPORT
3844 PLUM STREET
FARGO ND 58102

MR THOMAS O'BRIEN
383 COLLINS ROAD
BALTIMORE MD 21208

DR SHIRLEY HUDSON
SUITE 2 CLAYTON BUILDING
WHITTIER CA 90604

MR A B JONES
ROUTE 6 BOX 384
MANCHESTER NH 03191

MRS OLIVE MCDONALD
231 MAIN STREET
OMAHA NE 68131

MISS CHRISTIE THOMAS
7301 SANDY LANE
HONOLULU HI 96814

MR CLAY E ANDERSON
16 LEMONWOOD AVENUE
KANSAS CITY MO 64112

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #5--PROOFREADING STATISTICAL COPY

(Part A)
Directions: Compare the following pairs of numbers. If the items are the same, write CORRECT in the answer column. If the items are different, write INCORRECT in the answer column.

_____	1.	18966302	18966302
_____	2.	13820389	13920389
_____	3.	15830038	15830308
_____	4.	16393832	16392838
_____	5.	19384183	19384183
_____	6.	15426020	15436020
_____	7.	16831227	18631227
_____	8.	15738392	15738392
_____	9.	16395993	16395993
_____	10.	10274280	10247280

ASSIGNMENT SHEET #5--PROOFREADING STATISTICAL COPY

(Part B)
Directions: Type a copy of the following memo--including the table. Use your own judgment as to the proper format for this assignment. Proofread your copy, marking all errors with proofreaders' marks. Then type a perfected copy.

January 13, 19--

To: Shipping Department
From: Personnel
Subject: New Employees

All preliminary information has been completed by the following new employees. Time cards to fit your clock (No. 3849) have thus been prepared and are enclosed. Please send us copies of your revised work schedules, reflecting these new employees.

Thomas Lawrance	490-38-5128
Becky Smithers	319-58-0031
Lee Strutton	312-31-0217
Larry Thomas	483-78-6081
Margaret Toppe	083-87-2417
Geoffrey Wilton	532-77-3918

37

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #5--PROOFREADING STATISTICAL COPY

(Part B)
Directions: Type a copy of the following memo--including the table. Use your own judgment as to the proper format for this assignment. Proofread your copy, marking all errors with proofreaders' marks. Then type a perfected copy.

January 13, 19--

To: Purchasing Department
From: Personnel
Subject: New Employees

All preliminary information has been completed by the following new employees. Time cards to fit your clock (No. 0027) have been prepared and are enclosed. Please send us copies of your revised work schedules, reflecting these new employees.

Lois Cinckle	031-31-3749
Mary Litton	493-01-3841
Ron Campboll	399-45-6982
Kenneth Williams	513-63-2831

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #6--SHORT PHRASE COMPOSITION

(Part A)
Directions: Many typing students, though well trained to use their typewriters as copying machines, find it difficult to compose at the typewriter--to truly "type-write." To build fluency in composing, complete at least two of the following drills--more if time permits. Use your own judgment as to the proper format for this assignment.

1. Type an alphabetical list of boys'/girls' names.

2. Type a list of ten U.S. cities beginning with a vowel.

3. Type an alphabetical list of supermarket brand names.

4. Type the complete names and birthdates of all members of your immediate family.

5. Type as many names of actors/actresses as you can whose names (first or last) begin with the letter "C."

6. Type as many state capitals as you can in three minutes.

7. Type a chronological list of annual holidays, beginning with New Year's Day.

8. Type an alphabetical list of colors.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #6--SHORT PHRASE COMPOSITION

(Part B)
Directions: To practice composing phrases, complete the following verses as you type.

1. Tie a yellow ribbon
2. If at first you don't succeed,
3. She's as pretty as
4. A friend in need
5. Genius is one percent inspiration, and
6. Early to bed, early to rise,
7. To be, or not to be,
8. A diamond is
9. An apple a day keeps
10. The only thing we have to fear
11. A rolling stone
12. The grass is always greener
13. An ounce of prevention is worth
14. A penny saved is
15. Hey diddle, diddle,
16. Ask not what your country can do for you,
17. Sugar and spice and everything nice,
18. Every cloud has
19. All work and no play
20. A bird in the hand

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #6--SHORT PHRASE COMPOSITION

(Part C)
Directions: Complete the form on the back of this page. Before you begin, remember: (1) read it through quickly and (2) gather any information you'll need. You may want to review the Information Sheet under Roman numeral VI before you begin typing. Erase/correct all errors.

41

Name:			
Name the course in which you are completing this questionnaire:			
Number of units earned upon completion of this course:		Instructor's name:	
Name title, author(s) and publisher of this course's main textbook:			
List three subject areas you have covered in this course:		Rank your performance (1-10) in each of the three areas:	
Subject:			
Subject:			
Subject:			
List job title and employer for any job you have held which relates directly to the subject matter covered in this course:			
Is the work listed above part time or full time?		Total months worked at all jobs.	
Did you have all materials necessary to answer the questions on this questionnaire?			
How many times did you start over this questionnaire:		How many times did you take this out of the machine once you started?	
Approximate time to complete this questionnaire:		Number of errors (corrected):	

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT #6--SHORT PHRASE COMPOSITION

(Part C)
Directions: Complete the form on the back of this page. Before you begin, remember: (1) read it through quickly and (2) gather any information you'll need. You may want to review the Information Sheet under Roman numeral VI before you begin typing. Erase/correct all errors.

Name:			
Age:	Birthdate:	Marital status:	For office use only: Do NOT write in this box.
Home address:			Home phone:
Employer:			
Employer's address:			Business phone:
Hours worked per week:	Duties:		
Hobbies:			
Favorite female vocalist:		Favorite male vocalist:	
Favorite actress:		Favorite actor:	
Favorite female sports star:		Favorite male sports star:	
Favorite musical group:		Favorite television show:	
Favorite book (author and title):		Favorite magazine read frequently:	
Favorite color:		Favorite season of the year:	

V-54

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #7--COMPOSITION OF PARAGRAPHS

(Part A)
Directions: After you have studied the instructions for writing paragraphs on the Information Sheet under the Roman numeral VII, choose one of the following topic sentences. Write at least three supporting sentences which may explain, illustrate or develop the topic sentence.

Use your own judgment as to the proper format for this assignment. Before submitting this assignment, complete the checklist on Assignment Sheet #7 (Part B).

Some lessons are harder than others to learn.

A well-written letter is a work of art.

In many ways, she was different from her classmates.

Correct spelling is, indeed, essential to good writing.

A good typist should develop the skill of correction.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #7--COMPOSITION OF PARAGRAPHS

(Part A)
Directions: After you have studied the instructions for writing paragraphs on the Information Sheet under the Roman numeral VII, choose one of the following topic sentences. Write at least three supporting sentences which may explain, illustrate or develop the topic sentence.

Use your own judgment as to the proper format for this assignment. Before submitting this assignment, complete the checklist on Assignment Sheet #7 (Part B).

I began to think my turn would never come.

Many offices use form letters to save time and money.

It is easier to learn from a teacher one likes.

Punctuality is an important secretarial quality.

It turned out to be a terrible day for me.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #7--COMPOSITION OF PARAGRAPHS

(Part B)
Directions: Before you submit your paragraph compositions to your instructor, answer YES or NO to each question on this checklist. Mark your answers in the SELF column. If necessary, revise your paragraph so you can answer YES to each question.

Ask a classmate to read your paragraph and complete the READER 1 column. Again, revise if necessary. Finally, turn both your paragraph and the checklist in to your instructor, who will complete the READER 2 column.

QUESTIONS	SELF	READER 1	READER 2
Is the capitalization correct?			
Is the punctuation correct?			
Is the spelling correct?			
Is the topic easily identified?			
Is the topic narrow enough to cover in one paragraph?			
Does each sentence in the paragraph relate directly to the topic sentence?			
Is the paragraph complete--are all the reader's "questions" answered?			
Is the paragraph concise--no unrelated material?			
Is the paragraph interesting?			
Is a variety of words used?			
Is a variety of sentence structure used?			
Is your interest captured as you read?			
Are transitional words used to lead the reader from one point to another?			
Is the paragraph neatly typed?			

ASSIGNMENT SHEET #8--COMPOSITION OF LETTERS

(Part A)
Directions: Write a letter of reply to a customer whose order has been delayed because the merchandise is out of stock. You may jot down your main ideas in longhand; however, all composition should be done at the typewriter. Unless otherwise instructed, make up an appropriate inside address and complimentary close. Use your own judgment as to the proper format for this assignment.

Before submitting this letter to your instructor, complete the checklist on Assignment Sheet #8 (Part B).

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #8--COMPOSITION OF LETTERS

(Part A)
Directions: Write a letter of inquiry asking for information on convention accommodations in St. Louis, Missouri. Address your letter to: Chamber of Commerce, 1104 Peace Avenue, St. Louis, MO 63028. Be specific in the type of facilities you will need. Use an appropriate salutation and complimentary close. Use your own judgment as to the proper format for this assignment.

Before submitting this letter for evaluation, complete the checklist on Assignment Sheet #8 (Part B).

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ASSIGNMENT SHEET #8--COMPOSITION OF LETTERS

(Part B)
Directions: Under the SELF column below, answer each question about the letter you composed. If necessary, revise the letter so you can answer YES to each question.

Ask a classmate to read your letter and complete the READER 1 column. Again, revise if necessary. Finally, turn both your letter and the checklist in to your instructor, who will complete the READER 2 column.

QUESTIONS	SELF	READER 1	READER 2
Is the capitalization correct?			
Is the punctuation correct?			
Is the spelling correct?			
Is the letter attractively arranged and neatly typed?			
Does the letter have a pleasant tone?			
Is the letter interesting?			
Is a variety of words used?			
Is a variety of sentence structure used?			
Is your interest maintained throughout the letter?			
Is the meaning of the letter clear? (If not, indicate the misunderstanding.)			
Are transitional words used between the main thought and paragraphs?			
Is the letter complete? Do you have any questions? If so, indicate:			
Is the letter courteous and sincere?			

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

PART A

1.	J	7.	H
2.	K	8.	G
3.	D	9.	C
4.	I	10.	E
5.	B	11.	F
6.	L	12.	A

PART B (Format criteria will be evaluated by the instructor.)

Absenteeism has become our main personnel problem. Last week, in addition to several absent line workers, almost one-third of our plant supervisory personnel were absent. Reasons range from illness to vacation to "personal problems." We can no longer tolerate such high rates of absenteeism. Our production level has fallen sharply.

In order to form a study committee which will review plant absenteeism procedures, I am requesting six volunteers. Please indicate your willingness to serve by returning the attached slip.

PART B--EXTRA ASSIGNMENT (Format criteria will be evaluated by the instructor.)

The Absenteeism Study Committee submits the following report:

1. The reason given most frequently for absenteeism is illness.
2. Monday is the most frequently missed work day, and Friday ranks second.
3. Line workers missed almost twice as many days per worker as did supervisory personnel.

4. Only one-fourth of the personnel use all allowed sick days; conversely, one-eighth use twice as many sick days as allowed.

The Study Committee meets at 4:30 p.m. Tuesday. Next Tuesday, work begins on revising the absenteeism procedures. Your input is invited; all workers are encouraged to attend committee meetings.

ASSIGNMENT SHEET #2

March 7, 19--

MS NANCY RICHARDS
1678 NORTH SYCAMORE DRIVE
WYONA OK 50381

Dear Ms. Richards:

Proofreading is a skill inherent in all office work. In order to succeed as a typist, as a clerk, as an accountant or even as a salesperson, you must be able to detect and correct errors, both in your work and in the work of others.

How do you develop a proofreading skill? When students complete this module, they will have studied several proofreading "hints." However, knowing the right techniques is not sufficient. You must exercise care and take time with each proofreading assignment. It's too easy to hurry through because you "think" you caught all the errors. Accurate proofreading cannot be hurried.

Cordially yours,

Student's name

ASSIGNMENT SHEET #2--EXTRA ASSIGNMENT

March 7, 19--

DR JAMES FERRELL
CAMDEN BUILDING
LOGAN MN 60869

Dear Dr. Ferrell:

We are pleased to answer your inquiry about our transcription service. As you mentioned, more and more physicians are contracting for outside transcription of their medical records. Keener Service provides other transcription services as well, but we specialize in medical records.

Our typists are well qualified. Each has successfully completed a ten-week course in medical terminology and has been trained on the three most-used models of transcription equipment. We guarantee to return your tapes and transcripts within three working days.

Our service representative, Ms. Lori Watkins, will call on you next week. After reviewing your record form, she will be able to quote a firm price for our service. We look forward to continued business with your office.

Sincerely,

Student's name

ASSIGNMENT SHEET #3

PART A

The letter is one of the most used business tools. Thousands of letters are written by business firms daily. You must learn how to type a good letter if you enter the business world. most companies seek those who can write and type well. If you excel in letter writing, you will forge ahead of your fellow workers. Letters must be typed well. A well-typed letter is clean and well spaced. It does not have obvious errors, strike overs or a zig-zag right-hand margin. The letter should also be placed on the page so that it is pleasing to the eye. Most companies use one of the standard letters. You can quickly learn about any new job if you know these styles well.

The letter is one of the most commonly used business tools. Thousands of letters are written by business firms daily. You must learn how to write as well as how to type a good letter if you plan to enter the business world. Most companies seek those who can write and type well. If you excel in letter writing, you will forge ahead of your fellow workers.

Letters must be neatly typed. A well-typed letter is clean and well spaced. It does not have obvious erasures, strikeovers or a zigzag right-hand margin. The letter should be placed on the page so that it is pleasing to the eye. Most companies use one of the standard letter styles. You can learn about any new job quickly if you know these styles well.

ASSIGNMENT SHEET #3

PART B

See page V-31 for correct copy.

PAGE B--EXTRA ASSIGNMENT

See page V-33 as typed, corrected and submitted by student to the teacher.

ASSIGNMENT SHEET #4

PART A

1.	I	11.	I
2.	I	12.	I
3.	I	13.	I
4.	I	14.	I
5.	I	15.	C
6.	C	16.	I
7.	I	17.	C
8.	C	18.	I
9.	I	19.	I
10.	C	20.	I

PART B

DR ELI WATKING
112 HIGH STREET
COLORADO SPRINGS CO 80904

MISS NANCY LOVIN
1010 PACIFIC BLVD
PORTLAND OR 97220

MRS JOAN WEBER
22 PINE STREET
OAK PARK IL 60403

MR J K HOFFMANN
3148 CITY EXPRESSWAY
OTTUMWA IA 52501

MRS CYNTHIA BARNES
18 CIRCLE DRIVE
FT SMITH AR 72901

MR PAUL O BENJAMIN
SUITE 1A BOYD BUILDING
OSBURN ID 83849

MR S LYLE BAILEY
316 SPRING AVENUE SOUTH
DALLAS TX 78421

MRS RUTH WILLIAMS
221 WATERVLIET STREET
DETROIT MI 48217

PART B--EXTRA ASSIGNMENT

DR M P MEYER
ROUTE 3 BOX 384
COLUMBIA MO 65201

MR THOMAS O'BRIEN
383 COLLINS ROAD
BALTIMORE MD 21208

MISS JILL ASPORT
3844 PLUM STREET
FARGO ND 58102

DR SHIRLEY HUDSON
SUITE 2 CLAYTON BUILDING
WHITTIER CA 90604

MR A B JONES
ROUTE 6 BOX 384
MANCHESTER NH 03191

MISS CHRISTIE THOMAS
7301 SANDY LANE
HONOLULU HI 96814

MRS OLIVE MCDONALD
231 MAIN STREET
OMAHA NE 68131

MR CLAY E ANDERSON
16 LEMONWOOD AVENUE
KANSAS CITY MO 64112

ASSIGNMENT SHEET #5

PART A

1. correct
2. incorrect
3. incorrect
4. incorrect
5. correct
6. incorrect
7. incorrect
8. correct
9. correct
10. incorrect

PART B

See page
Format criteria will be determined by the instructor.

PART B--EXTRA ASSIGNMENT

See page
Format criteria will be determined by the instructor.

ASSIGNMENT #6

PART A

Answers will be evaluated by the instructor.

PART B

Answers will be evaluated by the instructor.

PART C

Answers will be evaluated by the instructor.

PART C--EXTRA ASSIGNMENT

Answers will be evaluated by the instructor.

ASSIGNMENT SHEET #7

PART A

Format criteria will be evaluated by the instructor.

PART A--EXTRA ASSIGNMENT

Format criteria will be evaluated by the instructor.

ASSIGNMENT SHEET #8

PART A

Composition and format evaluation will be determined by the instructor.

PART A--EXTRA ASSIGNMENT

Composition and format evaluation will be determined by the instructor.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

PRETEST

I. Write the proofreaders' mark to indicate the desired correction.

1. Begin a new paragraph 1. _____
2. Transpose letters or words 2. _____
3. Add space 3. _____
4. Capitalize 4. _____
5. Move to the left 5. _____
6. Insert additional letters or words 6. _____

II. Working at the typewriter, compose a letter of reply to a customer who has requested a new price list on your line of men's overcoats. Arrange your letter in modified block style without paragraph indentions and use mixed punctuation. Make up an appropriate inside address, salutation and complimentary close.

When you have completed your letter, submit both your rough draft and finished copy to your instructor.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

POSTTEST I

I. Write the proofreaders' mark to indicate each desired correction.

1.	Use a lower case letter	1. _____
2.	Insert new material	2. _____
3.	Close up; take out space	3. _____
4.	Move to the right	4. _____
5.	Delete	5. _____
6.	Leave as first written	6. _____

II. Working at the typewriter, compose a letter of reply to a customer who has requested an extension of three months on the due date of the last bill. You will grant the customer a one-month extension but will not ship the current order until the past-due bill is paid. Use Style Letter 1 and mixed punctuation. Make up an appropriate inside address, salutation and complimentary close.

When you have completed your letter, submit both your rough draft and finished copy to your instructor.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

POSTTEST II

I. Write the proofreaders' mark to indicate each desired correction.

1. Delete 1. _____

2. Capitalize 2. _____

3. Add extra space 3. _____

4. Leave as first written 4. _____

5. Begin a new paragraph 5. _____

6. Move to the right 6. _____

II. Working at the typewriter, compose a letter of reply to a customer who has requested photocopies of his/her monthly account statements for the past two years. You will send the customer the copies in two weeks. However, you need to indicate that this request is unusual and expensive to process and that further requests will not be honored without a charge. Arrange your letter according to Style Letter 1 and use mixed punctuation. Make up an appropriate inside address, salutation and complimentary close.

When you have completed your letter, submit both your rough draft and finished copy to your instructor.

WRITTEN COMMUNICATIONS
MODULE V - Proofreading, Composing and Editing

ANSWERS TO TESTS

PRETEST

(Part I)

1. ¶
2. ∿
3. #
4. ≡
5. [
6. ∧

(Part II)

Composition evaluation will be determined by the instructor, and format will be graded according to percentage points.

POSTTEST I

(Part I)

1. lc
2. ∧
3. ⊂
4. ⌋
5. /
6. stet

(Part II)

Composition evaluation will be determined by the instructor, and format will be graded according to percentage points.

POSTTEST II

(Part I)

1. ⸗

2. ≡

3. #

4. stet

5. ¶

6. ⌐

(Part II)

Composition evaluation will be determined by the instructor, and format will be graded according to percentage points.